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ABSTRACT

This module on scope, function, and organization in vocational education is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the scope of vocational education; (2) the function of vocational education; and (3) the organization of vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

A-2

SCOPE, FUNCTION, AND
ORGANIZATION IN VOCATIONAL EDUCATION

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Category A:

INTRODUCTION TO VOCATIONAL EDUCATION

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1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community resources, it is suggested that all site visits and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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SCOPE, FUNCTION, AND ORGANIZATION OF VOCATIONAL EDUCATION

Module Objective

Upon satisfactory completion of this module, the student preparing to become a vocational teacher will be able to:

- (1) Define vocational education.
- (2) List the organizations responsible for the administration of vocational education on the federal, state, and local level.
- (3) List three basic requirements a state must meet to obtain federal funding for vocational education.
- (4) Describe the purpose of a state plan for vocational education.

Module Overview

This module defines vocational education as it was conceived in 1917 and as it is currently perceived by educators and defined by legislation. It also explains how vocational education relates to general education, career education, adult education, and special education. This module assesses the growth of vocational education programs, the increasing effectiveness of vocational programs, their financial needs, and the support of vocational education from federal, state, and local sources.

This module has been divided into three lessons:

- (1) The Scope of Vocational Education
- (2) The Functions of Vocational Education
- (3) Organization of Vocational Education

Resource Materials for Completing the Activities in this Module

American Vocational Association. Legislative Information for Affiliated State Associations. Washington, D. C., Vol. V, No. 3, March, 1975 and No. 5, May, 1975.

Dewey, John. Philosophy of Education. Totowa, New Jersey: Littlefield, Adams, and Company, 1971.

Division of Vocational Education. A Guide for the Development of Curriculum in Vocational and Technical Education. Los Angeles, California: University of California, 1969.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.

Gillie, A. C. Principles of Postsecondary Education. Columbus, Ohio: Charles E. Merrill, 1973.

Law, Gordon F. (ed.). Contemporary Concepts in Vocational Education. (First Yearbook) Washington, D. C.: American Vocational Association, 1971.

Lazerson, Marvin and Norton W. Grubb. American Educational and Vocationalism: A Documentary History 1870-1970. New York: Teachers College Press, 1974.

Leighbody, G. B. Vocational Education in America's Schools. Chicago: American Technological Society, 1972.

Strong, Merle E. and Carl J. Schaefer. Introduction to Trade, Industrial, and Technical Education. Columbus, Ohio: Charles E. Merrill, 1975.

Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

U. S. Office of Education. Work in America. Report of a Special Task Force to the Secretary of Health, Education, and Welfare. Cambridge, Massachusetts: The MIT Press, 1971.

SCOPE, FUNCTION, AND ORGANIZATION OF VOCATIONAL EDUCATION

Lesson One: The Scope of Vocational Education

Objective

Upon satisfactory completion of the activities of this lesson the student will be able to (1) define vocational education as it was developed in 1917, as it was later defined in the VEA Act of 1963, 1968, and 1976; (2) explain how vocational education relates to career and general education; (3) explain how vocational education relates to special education and to adult education; and (4) explain the role of the community college from a vocational education point of view.

Overview

This lesson will help the student understand the scope of vocational education, how it has developed, what it has accomplished, and where it is headed. The most significant aspect of vocational education is that it has changed continually since 1917 and it continues to change in response to individual, manpower and social needs. Vocational education has continuously expanded in regard to its mission and it has grown in enrollment and financial support. Vocational education serves two categories of people:

The in-school group: This group includes students in senior high schools, community colleges, and area vocational schools. It includes students who are bright, are of normal intelligence, are handicapped, socioeconomically disadvantaged, or functionally illiterate. All are included within the scope of vocational education. The in-school group ranges in age from 15 to 24 and is comprised mainly of those who are preparing for a place in the labor force.

The out-of-school age group consists of all members of the work force, both the employed and the unemployed. The employed need vocational education to keep up with the technology of their occupation, to maintain a favorable position of occupational mobility by expanding knowledge and skills, and to retrain for new occupations. The unemployed need vocational education so they can return to or enter the work force.

Suggested Activities

- (1) Before you do any reading from the references cited in this module, write a definition of vocational education. A list of definitions formulated by class members will be compiled and discussed by the class in terms of importance and accuracy.
- (2) Have a member of the class invite a coordinator of vocational education, a regional supervisor of vocational education, a school administrator,

- and a teacher of vocational education to take part in a panel discussion to discuss their definition of vocational education. The student will serve as moderator of the panel. The class should prepare a list of questions to which the panel can react, such as:
- a. How do you define vocational education to parents, boards of education, curriculum committees, and advisory committees?
 - b. How did you derive your definition of vocational education?
- (3) Contact persons from the following areas of vocational education: Director of a Career Guidance Center, a dean of Vocational Education from a community college and a director from a Special Education program and have them respond to the following kinds of questions:
- a. What are the three most important points in relating vocational education and career education?
 - b. What are the three most important points in relating vocational education and general education offered in the community college?
 - c. What are the three most important points in relating vocational and adult education?
 - d. What are the three most important points in relating vocational education and special education?

Suggested Resources

- Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.
- Thompson, John F. Foundations of Vocational Education, Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.
- U. S. Office of Education. Work in America. Report of a Special Task Force to the Secretary of Health, Education, and Welfare. Cambridge, Massachusetts: The MIT Press, 1971.

Upon successful completion of assigned activities, proceed to Lesson 2.

SCOPE, FUNCTION, AND ORGANIZATION OF VOCATIONAL EDUCATION

Lesson Two: The Functions of Vocational Education

Objective

Upon satisfactory completion of the activities of this lesson, the student will be able to (1) list the three basic objectives of vocational education; (2) define the basic objectives of vocational education by giving examples and descriptions of each; (3) explain the major contributions of vocational education to American society; and (4) describe the major philosophic, economic, and sociological concepts of vocational education.

Overview

The second part of this module summarizes the fundamental concepts of vocational education in terms of philosophic, economic, and sociological foundations. The three basic objectives of vocational education--to meet the manpower needs of society, to increase the options available to each student, to serve as a motivating force to enhance all types of learning--have emerged in direct relationship to fundamental concepts and to the legal and educational definitions of vocational education.

Suggested Activities

Note: These activities are structured for a classroom situation. (For individualized purposes have the student complete the task required.)

- (1) This activity is designed for a group role-playing situation in which the group will decide what the major purpose of "schooling" should be.

Step 1:

Divide the class into five groups.

Group 1 will represent a citizen's committee with participants from all levels of the community including professionals, skilled workers, educators, and laymen. Their task is to decide upon the major purpose of schooling from a comprehensive viewpoint.

Group 2 will represent a committee of vocational educators. Their task is to decide upon the major purpose of schooling from the vocational educator's point of view.

Group 3 will represent a group of general educators (science, art, physical education, English, etc.). Their task is to decide on the major purpose of schooling from the general ("academic") educator's point of view.

Group 4 will represent a parent's committee. Their task is to decide on the major purpose of schooling from the parent's point of view.

Group 5 will represent a school board. Their task is to decide upon the major purpose of schooling from a typical school board's point of view.

Step 2:

After assigning students to groups and explaining their tasks, have them do some research related to their tasks, or have them hold a discussion within each group in order to come to a conclusion.

Step 3:

Ask each group to be prepared to present their conclusion to the class. A recorder should compile the different conclusions reached by his group and submit this to the instructor following that group's presentation.

Step 4:

The instructor might compile the conclusions and present them to the class for a discussion of the advantages and disadvantages of each.

- (2) Identify what you consider to be the primary purposes of schooling. Compare your list with the findings gathered in the 1972 Fourth Annual Gallup Poll of Public Attitudes Toward Education.
- (3) Divide the class into four groups and assign group 1 the responsibility of preparing a report on the subject Does the United States need utilitarian education as well as liberal education. Group 2 will develop a report on general vocational education. Group 3 will develop a report on vocational education's contribution to meeting manpower needs using World War I as an example. Group 4 will have the responsibility of preparing a report on the contributions vocational education training can make in the future. Each group will prepare a summary of their report and prepare sufficient copies for all members of the class.
- (4) Divide the students into 6 groups representing agricultural education, business education, industrial education, home economics education, adult education, and postsecondary education. Have each group or person assemble figures on the enrollment of students in

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their assigned vocational areas for the state and nation for the period of 1964 through 1974 and prepare an overlay so the data can be presented to the class at an assigned time. Have group 1 put together a table on the "Total Enrollment in Vocational Education from 1960-1974," showing the percentage of increase by years. Have group 2 prepare a table to show vocational enrollments by educational level between 1966-1974. Ask group 3 to develop a table to show the placement of secondary program completions in vocational education, fiscal year 1974. Have group 4 prepare a table that shows expenditures for vocational education by source, fiscal years 1960-1966. Have group 5 prepare a table of expenditures for vocational education by level and by target group, all programs for the fiscal year 1974. Have each group duplicate copies of their tables for distribution to the class and be prepared to present a 15-minute report on the significance of their data.

- (5) Have each member of the class prepare a written report covering the role of vocational education and its impact on underemployment, improved working conditions, and new occupational areas.

Suggested Resources

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.

Leighbody, G. B. Vocational Education in America's Schools. Chicago: American Technological Society, 1972.

National Schools Public Relations Association. Vocational Education: Innovations Revolutionize Career Training, 1971.

National Advisory Council on Vocational Education. Second Report. November 15, 1969. Annual Report. July 15, 1969.

Parks, Beverly J. An Exploratory Study of the Effects of a Career-Oriented Curriculum. University of Northern Colorado, 1974.

Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

U. S. Office of Education. Work in America. Report of a Special Task Force to the Secretary of Health, Education, and Welfare. Cambridge, Massachusetts: The MIT Press, 1971.

Vocational Education: The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education. Washington, D.C.: U. S. Government Printing Office, 1968.

Upon successful completion of assigned activities, proceed to Lesson 3.

SCOPE, FUNCTION, AND ORGANIZATION OF VOCATIONAL EDUCATION

Lesson Three: Organization of Vocational Education

Objective

Upon satisfactory completion of the activities of this lesson, the student will be able to (1) identify the governmental agencies responsible for the administration of vocational education at the federal, state, and local levels; (2) describe how state divisions of vocational education have traditionally been organized and how recent federal legislation for vocational education has affected this traditional pattern; (3) compare the various types of secondary and postsecondary vocational education programs; (4) describe the composition of the California Advisory Council and explain its purpose; and (5) explain the role of CAVE in administering vocational education in California.

Overview

In order to facilitate the achievement of the goals or purpose of any institution, there must be an administrative structure. Vocational education is no exception. The purpose of this lesson is to look at the administrative organization for vocational education, thereby providing to the future vocational teacher or administrator a general familiarity with the system. This lesson will help the learner understand the structure of the organizations and institutions that provide vocational education programs at the secondary and post secondary levels. This lesson will acquaint the learner with the role of national, state, and local advisory committees.

Suggested Activities

- (1) List the organizations responsible for the administration of vocational education on the federal, state, and local levels.
- (2) Compare the organizational status of the first federal agency for the administration of vocational education with that of the present federal agency.
- (3) Prepare a written report on how state divisions of vocational education have traditionally been organized and how recent federal legislation for vocational education has affected this traditional organizational pattern. Be prepared to discuss this in class.
- (4) Using the latest edition of the California State Plan for Vocational Education, diagram the organizational structure of the Vocational Education Unit of the State Department of Education and be prepared to explain the role of the bureaus and the regional offices in administering vocational education.

- (5) Visit a community college and interview the Dean of Educational Services to determine how the Board of Governors for California Community Colleges administers the postsecondary programs in California. Be prepared to discuss the relationship of the vocational education programs between the secondary and postsecondary levels from an administrative point of view including the operation of the Joint Staff Council.
- (6) Obtain a copy of the most recent edition of the California State Plan for Vocational Education and look up the procedures for division of federal funds between the California community colleges and secondary schools in California. Be prepared to present a ten-minute oral report in class on this subject.
- (7) Interview a regional supervisor of one of the vocational areas to find out what procedures the local school district must follow in order to receive federal monies for its vocational education programs.
- (8) Divide the class into groups of five students. Each should be provided with a map of the county or the state. Each group is to specify the geographical area of the map they would use if they were conducting a manpower needs survey and indicate why.

Suggested Resources

Barlow, Melvin L. (ed.). The Philosophy for Quality Vocational Education Programs. (Fourth Yearbook) Washington, D. C.: American Vocational Association, 1974.

Comptroller General of the United States. What is the Role of Federal Assistance for Vocational Education? Washington, D.C.: General Accounting Office, December 31, 1974.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.

Somers, Gerald G. and Little, Kenneth J. (Eds.). Vocational Education: Today and Tomorrow. Madison, Wisconsin: Center for Studies in Vocational and Technical Education; The University of Wisconsin, 1971.

State of California. The California Five Year State Plan for Vocational Education: A Planning Process. Sacramento: Office of State Printing, 1977.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

SCOPE, FUNCTION, AND ORGANIZATION VOCATIONAL EDUCATION

MODULE PRE/POSTTEST

Student _____

Instructor _____

Date _____

Student: This pre/posttest is designed to assess your knowledge of the scope, function, and organization of vocational education. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Describe in your own words what vocational education is, how it came to be and list three things you believe it has accomplished.

2. Describe what you consider to be the main difference between vocational education and general education.

3. Explain how you would describe to a parent the relationship of vocational education to career education.

Pre/Posttest (continued)

- (4) Explain how the community college in California is different from the four-year university in terms of its basic purpose.
- (5) What future contributions to education in the U. S. can you visualize for vocational education?
- (6) Explain how vocational education might help to reduce poverty in the United States.
- (7) List five groups of the people typically served by vocational education.
- (8) Why is it necessary for every state to prepare a State Plan for Vocational Education? What is the purpose of a State Plan for Vocational Education?

SCOPE, FUNCTION, AND ORGANIZATION VOCATIONAL EDUCATION

ANSWER KEY
MODULE PRE/POSTTEST

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Vocational education came into being as a result of population growth, rise of the factory system, increased mechanization, and the inadequacies of the apprenticeship system. The disappointment over the failure of the land grant colleges under the Morrill Act to train workers for farm and factory jobs emphasized the need for a national plan for occupational education in the U. S. This need resulted in the passage of the Smith-Hughes Act of 1917 which specifically defined vocational education. Vocational education has helped to accomplish three things.
 - a. Trained manpower
 - b. Reduction of unemployment
 - c. Introduction and implementation of unique educational strategies into the public school curriculum, for example, cooperative education, use of advisory groups, youth groups, and placement and follow-up.
2. Rupert N. Evans, in Foundations of Vocational Education, 1971, says "(L1) 'No definition of vocational education is entirely satisfactory.'" He suggests that vocational education includes all education which makes a person more competent in one group of occupations than in another.
3. Career education is intended to be broad and encompassing, emphasizing awareness of the world of work in the elementary grades, orientation and exploration of the world of work in the junior high school, and exploration of and preparation for the world of work in the senior high school. At the high school level, vocational education becomes an integral and important aspect of the total career development

Pre/Posttest Answer Key (continued)

process, serving as a major vehicle for the preparation of students for specific occupations. Because career development is a life long process, the need for work awareness, orientation, exploration, and vocational preparation is cyclical in nature, becoming necessary at different times in an individual's life.

4. (L1) One purpose of the two-year community colleges is to prepare people for the job market. The curriculum is designed to meet the vocational and occupational objectives of students rather than the professional objectives provided by four-year colleges and universities. The largest portion of postsecondary vocational students is likely to be adults who return to the community college to update or upgrade their work skills, or to be completely retrained for new jobs.
5. (L2) Vocational education may be a major contributor to a rise in the standard of living for all people; it may provide better education, health, and housing; it can assist urban rebuilding improvement of transportation, and in the development of environmental quality. Specifically, it may help provide opportunities for every adolescent to receive some actual work experience as part of the whole process of decision making; help women and minorities with skills that enable them to enter a greater variety of occupations; help provide better education and placement of the disadvantaged and handicapped, and help provide high-level technical training.
6. (L2) Vocational education can help to reduce poverty in the United States by meeting the manpower needs of society, by offering vocational classes to qualify the unemployed for new and emerging occupations; by developing meaningful training programs to assist industry in obtaining a competent work force; by assisting youth from welfare families to gain a feeling of success through proper guidance and counseling.
7. (L2) Six broad groups of people typically served by vocational education include:
- a. Senior high school students, community college students, area vocational school students
 - b. The handicapped and disadvantaged
 - c. Bright students, functionally illiterate students, and average students
 - d. Employed and unemployed
 - e. Adults and teenagers
 - f. Women entering and reentering the labor force.

Pre/Posttest Answer Key (continued)

8. Every state must prepare a plan for vocational education and
(13) have it approved by the Commissioner of Education, the U. S.
Office of Education, Department of Health, Education and Welfare
before the state is eligible to receive federal monies.

A state plan is an agreement between the United States Commissioner of Education and the California State Board of Education. It describes legal basis for vocational education, policies on vocational education and statewide goals and priorities for the operation of all phases of vocational education.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Category C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education